

**STATE SKILL STANDARDS  
HOUSING AND INTERIOR DESIGN**

**Career & Technical Education**

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*Skills for Employment & Lifelong Learning*



Prepared by:

Office of Career, Technical, and Adult Education  
Nevada Department of Education  
700 E. Fifth Street  
Carson City, NV 89701

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# NEVADA STATE BOARD OF EDUCATION/ STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

*VISION: "Each student will achieve Nevada's expectations for learning."*

*MISSION: "The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success."*

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## **ACKNOWLEDGEMENTS**

The housing and interior design standards writing project was drafted and reviewed by Nevada housing and interior design instructors. The Nevada Department of Education wishes to acknowledge the contributions of those who worked on these standards.

Housing and Interior Design Instructors:

- Shannon Sheldon, Member, Las Vegas High School, Las Vegas
- Alison Tichenor, Member, Centennial High School, Las Vegas
- Eyvonne Zandi, Member, Cheyenne High School, Las Vegas
- Karen Chessell, Consultant Family and Consumer Sciences, Nevada Department of Education

## **Vision**

Meeting the Housing and Interior Design Standards will provide students with skills for personal family life and towards becoming a professional in the interior design field.

## **Mission**

The mission of Housing and Interior Design education is to prepare students for family life, work life, and careers in the fashion industry by creating opportunities to develop the knowledge, skills attitudes and behaviors needed to:

- Analyze career paths within the housing and interior design fields.
- Examine skills needed to effectively manage design decisions.
- Integrate knowledge, skills and practices to design a space for a specific need.
- Develop knowledge of skills needed in the fields of housing and interior design.
- Achieve competence in workplace readiness, career development and lifelong learning.

The Housing and Interior Design Skill Standards were developed with state involvement from local education agencies. Career and Technical Education administrators at the secondary and postsecondary level were mailed nomination forms. Member and facilitator selection was based on the nominations received by the Office of Career, Technical, and Adult Education. Members of the Housing and Interior Design writing team represent diverse teaching assignments.

After the standards were written, community stakeholders were asked to provide feedback by reviewing the standards at various locations across the state. Based on information gathered during these sessions, standards were revised as necessary. Finally, the standards were presented and approved by the Nevada State Board for Career and Technical Education.

Due to the differences in facilities and equipment across the state, it is encouraged that housing and interior design students have the opportunity to practice their skills in an industry setting.

Adaptability and accessibility are important elements of the Nevada Housing and Interior Design Standards. The standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations. The Housing and Interior Design Standards format consists of three levels: the content standard; the performance standard; and performance indicators. The Housing and Interior Design Standards include competency-based, conceptual and process perspectives.

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## Housing and Interior Design

**Content Standard 1.0: Analyze career paths within the housing and interior design fields.**

| <b>Performance Standard 1.1 Describe the history, traditions and current trends in the housing and interior design industries.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>Analyze future trends in the housing and interior design industries.</li><li>Participate in a career technical student organization by entering a competition such as the FCCLA STAR Event Career Investigation.</li></ul>  |
| <b>MEETS STANDARD</b>  | <ul style="list-style-type: none"><li>1.1.1 Research current trends in the housing and interior design industries using current technology.</li><li>1.1.2 Describe historical trends in the housing and interior design industries.</li><li>1.1.3 Examine historical housing and furnishings, i.e., museums, historical landmarks, etc.</li></ul> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>Describe current trends in the housing and interior design industries.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 1.0: Analyze career paths within the housing and interior design fields.**

| <b>Performance Standard 1.2 Analyze career paths and opportunities in the housing and interior design industries.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Analyze steps required to achieve professional goals.</li><li>• Develop a professional portfolio.</li><li>• Participate in a career technical student organization by entering a competition such as the FCCLA STAR Event Career Investigation or Job Interview.</li></ul>   |
| <b>MEETS STANDARD</b>   | <ul style="list-style-type: none"><li>1.2.1 Explore career opportunities in the housing and interior design industries utilizing a variety of resources including technology.</li><li>1.2.2 Develop job descriptions for the housing and interior design industries.</li><li>1.2.3 Analyze the future employment outlook in the housing and interior design industries.</li><li>1.2.4 Develop personal professional goals.</li><li>1.2.5 Perform different jobs/tasks in the housing and interior design industries.</li><li>1.2.6 Determine preparation requirements for various levels of employment in a variety of housing and interior design industries.</li><li>1.2.7 Determine how interests, abilities, personal priorities, and family responsibilities affect career choices.</li></ul> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Identify jobs in the housing and interior design industries.</li><li>• Compare rewards and demands for various levels of employment in a variety of careers.</li></ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 4.12.7, 5.12.4, 5.12.7, 6.12.6, 8.12.4

## Housing and Interior Design

**Content Standard 1.0: Analyze career paths within the housing and interior design fields.**

| <b>Performance Standard 1.3 Explore opportunities for entrepreneurial endeavors in the housing and interior design industries.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Assess characteristics needed to be a successful entrepreneur.</li><li>• Formulate contingency plans for solving business-related problems.</li><li>• Develop a business plan.</li><li>• Participate in a career technical student organization by entering a competition such as the FCCLA STAR Event Entrepreneurship.</li><li>• Participate in a school-based business.</li></ul>   |
| <b>MEETS STANDARD</b>  | <p>1.3.1 Describe entrepreneurial opportunities in the housing and interior design industries.</p> <p>1.3.2 Explain the characteristics of a successful entrepreneur.</p> <p>1.3.3 Identify the advantages and disadvantages of owning a business.</p> <p>1.3.4 Identify the components of a business plan.</p> <p>1.3.5 Utilize the Internet to research the legal requirements and resources needed for starting a business.</p> <p>1.3.6 Apply the problem-solving process to resolve a business problem.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Identify the characteristics of a successful entrepreneur.</li><li>• Describe the relationship between an employer and employee.</li><li>• Describe the problem-solving process.</li><li>• Investigate entrepreneurial opportunities in the fashion, textile and/or design industries.</li></ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6, 8.12.4



## Housing and Interior Design

**Content Standard 1.0: Analyze career paths within the housing and interior design fields.**

| <b>Performance Standard 1.4 Examine educational opportunities for careers in the housing and interior design industries.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Utilize the Internet to research postsecondary educational opportunities in the housing and interior design industries.</li><li>• Visit a technical/trade school, community college or university to explore educational opportunities in the housing and interior design industries.</li><li>• Participate in a career technical student organization by entering a competition such as the FCCLA STAR Event Career Investigation.</li></ul> |
| <b>MEETS STANDARD</b>  | <p>1.4.1 Utilize the Internet to research and evaluate postsecondary educational programs that enhance career advancement, promote lifelong learning and that lead to high-skill, high-wage jobs and/or high demand.</p> <p>1.4.2 Participate in college fairs, campus visits or consult a college recruiter.</p> <p>1.4.3 Complete the postsecondary education application process.</p> <p>1.4.4 Complete the financial aid process.</p>   |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Describe the need for postsecondary education and training.</li><li>• List the benefits of postsecondary education and training.</li><li>• Identify types of postsecondary programs, i.e., technical/trade schools, community colleges, universities, etc.</li><li>• Identify types of financial aid, i.e., grants, loans, scholarships, etc.</li></ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6, 8.12.4

## Housing and Interior Design

**Content Standard 1.0: Analyze career paths within the housing and interior design fields.**

| <b>Performance Standard 1.5 Examine the impact of local, state, national and global economies on housing and interior design industries.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Anticipate future impact of local, state, national and global economies on housing and interior design occupations.</li></ul>  |
| <b>MEETS STANDARD</b>  | <p>1.5.1 Differentiate between local, state, national and global economies.</p> <p>1.5.2 Utilize the Internet to research a period of economic growth or downsizing and the impact on housing and interior design occupations.</p> <p>1.5.3 Examine the effects of economics on housing and interior design occupations.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Define local, state, national and global economies.</li><li>• Describe a period of economic growth or downsizing and the impact on housing and interior design occupations.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 2.0: The student will evaluate housing needs and wants.**

| <b>Performance Standard 2.1 Evaluate the influence of needs on housing choices.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Research the effects of substandard housing on the quality of life.</li><li>• Simulate the physical limitations of special needs populations and recommend housing modifications.</li><li>• Design a space following the guidelines of universal design.</li></ul>   |
| <b>MEETS STANDARD</b>   | <p>2.1.1 Differentiate between physical and psychological needs.</p> <p>2.1.2 Classify needs as physical or psychological, i.e., shelter, rest, food, safety, belonging, identity, creativity, etc.</p> <p>2.1.3 Describe how housing affects quality of life.</p> <p>2.1.4 Describe the characteristics of universal design.</p>  |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Differentiate between needs and wants.</li><li>• List the types of physical and psychological needs.</li><li>• List how housing satisfies basic needs.</li><li>• Recognize that housing affects quality of life.</li><li>• Define universal design.</li><li>• Recognize the housing requirements of special needs populations.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 2.0: The student will evaluate housing needs and wants.**

| <b>Performance Standard 2.2 Evaluate how the stages of the life cycle impact housing choices.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Research house buying trends as it relates to demographics.</li><li>• Set personal housing goals related to the life cycle.</li><li>• Tour a master-planned retirement community, assisted-living facility, college dormitory, etc.</li></ul> |
| <b>MEETS STANDARD</b>   | <p>2.2.1 Describe life cycle changes that impact housing choices.</p> <p>2.2.2 Make appropriate housing recommendations for each stage of the life cycle.</p> <p>2.2.3 Justify housing choices based on life cycle stages.</p>  |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Define life cycle.</li><li>• Recognize the change in housing needs at various stages in the life cycle.</li><li>• List housing alternatives for different stages in the life cycle.</li></ul>   |

Nevada Academic Standards Correlation:

Language Arts: 2.12.2, 5.12.4, 5.12.7, 6.12.6, 8.12.4

## Housing and Interior Design

**Content Standard 2.0: The student will evaluate housing needs and wants.**

| <b>Performance Standard 2.3 Analyze the impact of other factors on housing choices, i.e., lifestyle, culture, values, status, etc.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Interview a member of a multi-generational household.</li><li>• Research societal trends and cultural influences on housing choices.</li></ul>  |
| <b>MEETS STANDARD</b>  | <p>2.3.1 Explain the relationship among lifestyle, culture, values, and status and housing choices.</p> <p>2.3.2 Identify social trends that affect housing.</p> <p>2.3.3 Describe how housing reflects cultural views and values.</p> <p>2.3.4 Describe how to use the decision-making process in selecting housing.</p>                   |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Define lifestyle, values, status, and conspicuous consumption.</li><li>• Describe the challenges faced by the “sandwich generation.”</li><li>• Recognize the relationship among lifestyle, culture, values, and status and housing choices.</li><li>• Define the decision-making process.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 2.12.2, 5.12.2, 5.12.4, 5.12.7

## Housing and Interior Design

**Content Standard 3.0: The student will investigate options in selecting a place to live.**

| <b>Performance Standard 3.1 Investigate housing alternatives.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"> <li>• Interview a real estate agent and/or real estate developer.</li> <li>• Attend an open house or model home.</li> <li>• Research the housing alternatives in a selected community.</li> <li>• Recommend housing alternatives based on a case study.</li> <li>• Analyze various marketing methods used to advertise homes.</li> </ul>   |
| <b>MEETS STANDARD</b>   | <p>3.1.1 Classify different types of housing available in the community.</p> <p>3.1.2 Compare and contrast features of housing alternatives.</p> <p>3.1.3 Analyze the advantages and disadvantages of various housing alternatives.</p> <p>3.1.4 Analyze the pros and cons of living in urban, suburban and rural communities.</p> <p>3.1.5 Analyze location features that impact housing decisions.</p> <p>3.1.6 Recommend appropriate housing alternatives based on individual or family requirements.</p> <p>3.1.7 Compare and contrast methods of locating a home, i.e., newspaper, Internet, realtor, signage, etc.</p> <p>3.1.8 Identify the benefits of using a realtor to locate a home.</p> <p>3.1.9 Compare and contrast custom, semi-custom and tract housing.</p> <p>3.1.10 Compare and contrast buying a previously-owned home versus building a home.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"> <li>• Differentiate between single-family and multi-family housing.</li> <li>• Define housing alternatives, i.e., single family detached, townhouse, row house, duplex, high-rise apartment, low-rise apartment, garden apartment, studio apartment, mobile home, HUD, repossessed, etc.</li> <li>• Differentiate between urban, suburban and rural communities.</li> <li>• Identify various location features that impact housing decisions, i.e., close to schools, safety of neighborhood, bus routes, etc.</li> <li>• Define custom, semi-custom and tract housing.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6, 8.12.4

## Housing and Interior Design

**Content Standard 3.0: The student will investigate options in selecting a place to live.**

| <b>Performance Standard 3.2 Evaluate the process of purchasing a home.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Interview a mortgage broker or lender.</li> <li>• Evaluate various sources for financing a home.</li> <li>• Recommend a source of financing and mortgage type based on a case study.</li> <li>• Instruct others on the home-buying process.</li> <li>• Evaluate a credit report.</li> <li>• Describe the impact of refinancing, loan term, and extra payments on overall housing costs.</li> <li>• Evaluate the pros and cons of various loan terms, i.e., 15-year loan vs. 30+ year loan.</li> <li>• Research opportunities for first-time homebuyers or other special populations, i.e., teachers, police officers, etc.</li> </ul> |
| <b>MEETS STANDARD</b>  | <p>3.2.1 Calculate the maximum amount of income available to spend on housing.</p> <p>3.2.2 Describe sources for financing a home, i.e., mortgage company, bank, credit union, savings, etc.</p> <p>3.2.3 Describe how interest rates, fees, taxes, insurance, down payment and loan term impact the monthly payment.</p> <p>3.2.4 Outline the steps in the home-buying process.</p> <p>3.2.5 Differentiate among different types of mortgages, i.e., conventional, FHA, VA, adjustable rate mortgage (ARM), etc.</p> <p>3.2.6 Investigate how a credit rating impacts purchasing a home.</p>  |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• Define terms related to purchasing a home, i.e., mortgage, financing, qualifying, title, deed, equity, escrow, lien holder, credit rating, credit report, credit score, etc.</li> <li>• List costs involved in purchasing a home, i.e., down payment, earnest money, points, interest rates, closing costs, taxes, insurance, fees, etc.</li> <li>• Describe what is reflected on a credit report.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, 3.12.4, Process Standard A:9-12

## Housing and Interior Design

**Content Standard 3.0: The student will investigate options in selecting a place to live.**

| <b>Performance Standard 3.3 Evaluate the process for leasing/renting housing.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Analyze a lawsuit between a landlord and a tenant and/or between roommates.</li><li>• Compare and contrast several rental properties.</li><li>• Research community trends on renting and buying.</li></ul>  |
| <b>MEETS STANDARD</b>   | <ul style="list-style-type: none"><li>3.3.1 Evaluate a lease.</li><li>3.3.2 Describe the rights and responsibilities of the tenant and the landlord.</li><li>3.3.3 Assess property prior to move-in using a checklist to evaluate amenities, potential problems and defects.</li><li>3.3.4 List the pros and cons of different lengths of leases.</li><li>3.3.5 Draft a roommate agreement.</li><li>3.3.6 Describe the costs related to renting a place to live.</li><li>3.3.7 List the advantages and disadvantages of renting.</li><li>3.3.8 Compare and contrast renting vs. buying a place to live.</li></ul> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Define terms related to renting, i.e., lease, landlord, security deposit, fees, utilities, sublet, renter's insurance, eviction, amenities, etc.</li><li>• Review a lease and identify the main components.</li><li>• List considerations in selecting a roommate.</li><li>• Identify what government assistance is available for individuals and families with housing, i.e., subsidized, public, low income, special needs, etc.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 5.12.4, 5.12.7, 6.12.6, 8.12.4



## Housing and Interior Design

**Content Standard 4.0: The student will evaluate housing for quality construction.**

| <b>Performance Standard 4.1 Analyze various methods of housing construction.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Build a scale model of a home.</li><li>• Visit a construction site.</li><li>• Interview a contractor, laborer, and/or home inspector.</li><li>• Investigate trends in building materials.</li><li>• Debate the merits of different types of construction.</li><li>• Evaluate the quality of a house based on construction features.</li><li>• Design a house using recycled building materials.</li></ul>                                 |
| <b>MEETS STANDARD</b>  | <p>4.1.1 Compare and contrast various building materials.</p> <p>4.1.2 Describe the role of each component of the basic structure of a house, i.e., foundation, frame, walls, roof, windows, etc.</p> <p>4.1.3 Compare and contrast different types of construction, i.e., conventional, modular, and manufactured.</p> <p>4.1.4 Rate the features of housing based on quality.</p> <p>4.1.5 Examine the cutaway of the construction of a home.</p>                               |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• List materials used to build homes.</li><li>• Identify major components of the basic structure of a house, i.e., foundation, frame, walls, doors, roof, windows, etc.</li><li>• Identify major components of the basic structure windows, doors, roofs, stairs, etc.</li><li>• List different construction methods, i.e., conventional, systems-built, and manufactured.</li><li>• List what to look for in a well-built house.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 4.0: The student will evaluate housing for quality construction.**

| <b>Performance Standard 4.2 Examine interior systems used in housing construction.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Job-shadow an experienced subcontractor for a chosen system.</li><li>• Draw an electrical, plumbing or heating/cooling plan (or plan of choice).</li><li>• Forecast new technology in housing systems.</li></ul>  |
| <b>MEETS STANDARD</b>  | <p>4.2.1 Describe the various interior systems used in housing, i.e., plumbing, electrical, heating/cooling, communication, security, or automation.</p> <p>4.2.2 Explain terms used in interior systems, i.e., receptacle, panel box, meter, septic tank, thermostat, etc.</p> <p>4.2.3 Recognize symbols used in architectural plans.</p> <p>4.2.4 Describe the role of the architect, contractor, subcontractor, builder and laborer in the home-building process.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• List the various interior systems used in housing, i.e., plumbing, electrical, heating/cooling, communication, security, or automation.</li><li>• Define terms used in interior systems, i.e., receptacle, panel box, meter, septic tank, thermostat, etc.</li><li>• Define architect, contractor, subcontractor, builder and laborer, lien, worker's compensation and OSHA.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 4.0: The student will evaluate housing for quality construction.**

| <b>Performance Standard 4:3 Analyze considerations in site selection for housing.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Research local housing trends.</li><li>• Research laws that relate to community trends.</li><li>• Investigate a homeowner's association.</li><li>• Explore a master-planned community.</li></ul>  |
| <b>MEETS STANDARD</b>   | <p>4.3.1 Explain the importance of various factors to consider when selecting a housing site.</p> <p>4.3.2 Analyze local community in relation to site, planning, etc.</p> <p>4.3.3 Explain the role of building codes when selecting a housing site.</p> <p>4.3.4 Research laws that affect housing location.</p> <p>4.3.5 Analyze the pros and cons of a master-planned community.</p> <p>4.3.6 Analyze the results of an environmental impact study.</p>                     |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• List factors to consider when selecting a housing site.</li><li>• Define terms relating to housing sites, i.e., topography, conservation, survey, orientation, easement, public domain, footprint, etc.</li><li>• Define building codes, zoning laws, aesthetic codes, homeowners associations, historic landmarks, etc.</li><li>• Define master-planned community.</li><li>• Describe the purpose of an environmental study.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 4.0: The student will evaluate housing for quality construction.**

| <b>Performance Standard 4.4 Analyze a house for energy efficiency.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Research legislation related to energy efficiency.</li> <li>• Research the future of alternative energy sources.</li> <li>• Implement a retrofitting project in the home.</li> <li>• Recommend design alterations for increased energy efficiency.</li> <li>• Design an energy-efficient house.</li> <li>• Forecast trends in automated management systems.</li> </ul>   |
| <b>MEETS STANDARD</b>  | <p>4.4.1 Compare and contrast renewable and non-renewable energy resources.</p> <p>4.4.2 Describe the features of an energy-efficient house.</p> <p>4.4.3 Evaluate a house for energy efficiency.</p> <p>4.4.4 Debate the merits of alternative energy sources.</p> <p>4.4.5 Design an energy-efficient home interior.</p> <p>4.4.6 Describe ways to retrofit and/or modify a house for energy efficiency, i.e., weather stripping, caulking, thermal doors and windows, fill insulation, thermal blanket, etc.</p> <p>4.4.7 Describe the impact of landscaping on energy efficiency.</p> <p>4.4.8 Describe the energy efficiency of earth-contact homes and other non-traditional housing designs.</p> <p>4.4.9 Research trends in automated management systems.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• List factors in evaluating an energy-efficient house.</li> <li>• List alternative energy sources.</li> <li>• Define terms related to energy efficiency, i.e., retrofit, earth-contact home, xeriscape, R-value, etc.</li> <li>• Describe how interior design contributes to energy efficiency.</li> <li>• Consider the impact of landscaping on conservation and energy efficiency.</li> <li>• Describe the automated management system of a “smart” house.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6, 8.12.3

## Housing and Interior Design

**Content Standard 5.0: The student will investigate the architecture of American homes.**

| <b>Performance Standard 5.1 Evaluate the impact of history on housing design.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Discuss how the characteristics of housing developed as a result of historical events.</li><li>• Analyze the evolution of housing styles.</li><li>• Design a house using local, limited and available resources for a specific location.</li><li>• Design a house influenced by any period of history.</li><li>• Summarize how Greek and Roman history affects modern day architecture.</li></ul>                             |
| <b>MEETS STANDARD</b>   | <p>5.1.1 Describe the characteristics of early housing, in relationship to culture, climate, resources and technology.</p> <p>5.1.2 Illustrate the relationship between the colonist's resources and early American housing.</p> <p>5.1.3 Compare and contrast the evolution of housing styles.</p> <p>5.1.4 Identify how Greek and Roman society influenced architecture.</p> <p>5.1.5 Develop a timeline demonstrating how housing has evolved through history.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Identify the characteristics of early housing, in relationship to culture, climate, resources and technology.</li><li>• Recognize the relationship between the colonist's resources and early American housing.</li><li>• Recognize how housing has evolved through history.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 5.0: The student will investigate the architecture of American homes.**

| <b>Performance Standard 5.2 Describe architectural features of a house.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Design a house using architectural features.</li><li>• Research current architectural trends.</li></ul>   |
| <b>MEETS STANDARD</b>   | <p>5.2.1 Describe features derived from the early Native American, English, German, Dutch, Spanish, Swedish and French homes.</p> <p>5.2.2 Compare and contrast different styles of roofs, doors, windows, columns, moldings, stairways, porches, shutters and other decorative elements.</p> <p>5.2.3 Describe the advantages and disadvantages of using architectural features in a house, i.e., bi-fold vs. accordion vs. pocket doors, etc.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Identify different styles of roofs, doors, windows, columns, moldings, stairways, porches, shutters and other decorative elements.</li><li>• Define architectural features.</li></ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 5.0: The student will investigate the architecture of American homes.**

| <b>Performance Standard 5.3 Identify the main styles of architecture.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Take a historical home tour (or a virtual home tour).</li><li>• Research a historical architectural landmark, i.e., Hearst Castle, The Biltmore, Winthur, Fallingwater, etc.</li><li>• Research the architectural history of the local community.</li></ul>      |
| <b>MEETS STANDARD</b>   | <p>5.3.1 Summarize the elements of various American housing styles, i.e., Victorian, Gothic Revival, Prairie, Georgian, etc.</p> <p>5.3.2 Classify homes by style based on their architectural features.</p> <p>5.3.3 Research the styles of architecture that are prevalent in the local community.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Identify the styles of American homes.</li><li>• Recognize various architectural features that distinguish one home style from another.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 6.0: The student will demonstrate space-planning skills.**

| <b>Performance Standard 6.1 Interpret an architectural blueprint and floor plan.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Interview an architect and/or CADD specialist.</li><li>• Research trends in computer-aided drafting and design.</li></ul>  |
| <b>MEETS STANDARD</b>  | <ul style="list-style-type: none"><li>6.1.1 Draw a floor plan using appropriate symbols.</li><li>6.1.2 Justify placement of appropriate symbols.</li><li>6.1.3 Explain the purpose of each type of plan, i.e., electrical plan, plumbing plan, construction details, etc.</li><li>6.1.4 Describe the importance of computer-aided drafting and design in creating blueprints and floor plans.</li><li>6.1.5 Design a home using computer technology.</li></ul> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Define terms related to blueprints and floor plans, i.e., elevation, symbols, legend, scale, CADD, architect, closed plan, open plan, etc.</li><li>• Identify symbols used on blueprints and floor plans.</li><li>• Identify features of a blueprint or floor plan, i.e., stairway, closets, doors, windows, etc.</li><li>• Differentiate between plans that are drawn to scale and plans that are not.</li></ul>      |

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 2.12.2, 5.12.4, 5.12.7, 6.12.6

Math: 3.12.3, 4.6.2, 4.7.2



## Housing and Interior Design

**Content Standard 6.0: The student will demonstrate space-planning skills.**

| <b>Performance Standard 6.2 Evaluate floor plans for efficiency and safety.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Interview an interior designer about efficiency and safety for a variety of needs, i.e., children, handicapped, senior, etc.</li><li>• Research Americans with Disabilities Act (ADA) recommendations for accessible floor plans.</li><li>• Evaluate a variety of floor plans for functionality.</li><li>• Visit a model home and evaluate furniture arrangements for efficiency and safety.</li></ul> |
| <b>MEETS STANDARD</b>   | <p>6.2.1 Evaluate the efficiency of various traffic patterns.</p> <p>6.2.2 Differentiate between various activity zones.</p> <p>6.2.3 Determine utility of a floor plan in relation to occupant's needs.</p> <p>6.2.4 Describe how the relationship of one room to another dictates functionality.</p> <p>6.2.5 Evaluate a kitchen's work triangle for efficiency.</p> <p>6.2.6 Evaluate a floor plan for adequate clearance.</p>              |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Define traffic pattern, activity zone, clearance, work triangle and efficiency.</li><li>• Describe the three activity zones.</li><li>• Describe the elements of an efficient traffic pattern.</li><li>• Identify the various kitchen designs, i.e., U-shaped, L-shaped, corridor, etc.</li><li>• Identify the work triangle in various kitchen designs.</li></ul>                                      |

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 5.12.4

## Housing and Interior Design

**Content Standard 6.0: The student will demonstrate space-planning skills.**

| <b>Performance Standard 6.3 Create a furniture arrangement.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Interview an architect and/or CADD specialist.</li><li>• Interview a Feng Shui practitioner.</li></ul>  |
| <b>MEETS STANDARD</b>   | <p>6.3.1 Develop a furniture arrangement to scale utilizing furniture templates and ensuring adequate clearance spaces.</p> <p>6.3.2 Design a furniture arrangement using computer software.</p> <p>6.3.3 Arrange a space utilizing the concepts of Feng Shui.</p>  |
| <b>APPROACHES STANDARD</b>                                      | <ul style="list-style-type: none"><li>• Define floor plan, scale drawing, template, high mass and low mass.</li><li>• Define clearance and identify standard clearance spaces.</li><li>• Identify the various shapes of conversation areas, such as U-shaped, L-shaped, circular, etc.</li><li>• Describe the concept of Feng Shui.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 2.12.1

Math: 3.12.1, 4.6.2, 4.7.2

## Housing and Interior Design

**Content Standard 7.0: The student will evaluate and select home furnishings.**

| <b>Performance Standard 7.1 Evaluate furniture used in the home.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Reproduce an example of a specific furniture style.</li><li>• Design a quality piece of furniture.</li><li>• Construct a scale model of a furniture design.</li></ul>   |
| <b>MEETS STANDARD</b>  | <p>7.1.1 Describe a variety of furniture styles.</p> <p>7.1.2 Analyze various materials used in furniture construction.</p> <p>7.1.3 Compare and contrast construction techniques.</p> <p>7.1.4 Evaluate a piece of furniture for quality construction.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Identify a variety of furniture styles.</li><li>• Identify materials used in furniture construction.</li><li>• Identify construction techniques.</li><li>• List the features of quality construction.</li></ul>     |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 7.0: The student will evaluate and select home furnishings.**

| <b>Performance Standard 7.2 Evaluate appliances used in the home.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"> <li>• Forecast the future of home appliances.</li> <li>• Design a “dream” appliance.</li> <li>• Research appliances for safety ratings and recalls.</li> <li>• Write a user’s manual for a home appliance.</li> <li>• Debate the necessity of an extended warranty.</li> </ul>   |
| <b>MEETS STANDARD</b>   | <p>7.2.1 Describe the features of various home appliances.</p> <p>7.2.2 Describe the features of energy-efficient appliances.</p> <p>7.2.3 Compare and contrast the initial and subsequent costs of operating appliances.</p> <p>7.2.4 Evaluate an appliance for safety.</p> <p>7.2.5 Demonstrate comprehension of a user’s manual.</p> <p>7.2.6 Describe trends in home appliances.</p> <p>7.2.7 Describe the role of technology in the design of home appliances.</p> <p>7.2.8 Compare and contrast the features of warranties.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"> <li>• Identify various home appliances.</li> <li>• Recognize the need for energy efficiency.</li> <li>• Identify costs related to home appliances.</li> <li>• Identify safe use of appliances.</li> <li>• Recognize the importance of the user’s manual.</li> <li>• Identify technology in home appliances.</li> <li>• Define and summarize the elements of a warranty.</li> <li>• Define recall.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 4.12.7, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7

## Housing and Interior Design

**Content Standard 7.0: The student will evaluate and select home furnishings.**

| <b>Performance Standard 7.3 Evaluate accessories used in home furnishings.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Select accessories to complement an interior design.</li><li>• Create a home accessory.</li></ul>   |
| <b>MEETS STANDARD</b>  | <p>7.3.1 Demonstrate how change in accessories can change the look of an interior design.</p> <p>7.3.2 Recommend the use of accessories to complement a design.</p> <p>7.3.3 Differentiate between functional and decorative accessories.</p> <p>7.3.4 Classify accessories into categories.</p> <p>7.3.5 Demonstrate appropriate selection and placement of accessories.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Identify accessories.</li><li>• List the categories of accessories.</li><li>• Describe the role accessories play in décor.</li><li>• List the guidelines for selection and placement of accessories.</li></ul>  |

Nevada Academic Standards Correlation:  
Language Arts: 5.12.4

## Housing and Interior Design

**Content Standard 8.0:**      **The student will evaluate and select backgrounds for home interiors.**

| <b>Performance Standard 8.1 Explore the use of textiles in home interiors.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Assemble a collection of textile swatches appropriate for home interiors.</li><li>• Demonstrate appropriate care of textiles.</li><li>• Recommend appropriate stain-removal techniques.</li><li>• Research trends in the textile industry.</li></ul>   |
| <b>MEETS STANDARD</b>  | <ul style="list-style-type: none"><li>8.1.1 Compare and contrast synthetic and natural fibers.</li><li>8.1.2 Identify and describe the performance characteristics of fibers, yarns, and fabrics.</li><li>8.1.3 Examine the processes for creating fibers, yarns, and fabrics.</li><li>8.1.4 Identify different fabric construction types, i.e., knit, woven, damask, jacquard, etc.</li><li>8.1.5 Identify different types of fabric, i.e., toile, chambray, chintz, corduroy, etc.</li><li>8.1.6 Describe the appropriate use of a variety of textiles.</li><li>8.1.7 Combine various prints and textures to create interest.</li><li>8.1.8 Evaluate textiles for quality construction.</li><li>8.1.9 Determine appropriate care of textiles.</li><li>8.1.10 Investigate legislation regarding textiles.</li></ul> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Define terms related to textiles such as woven, knit, bonded, warp, weft, course, wale, yarn, fiber, nap, one-way design, etc.</li><li>• Classify various synthetic and natural fibers.</li></ul>  |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 8.0:**      **The student will evaluate and select backgrounds for home interiors.**

| <b>Performance Standard 8.2   Explore various window treatments used in home interiors.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"> <li>• Evaluate window treatments of commercial interiors.</li> <li>• Estimate cost of window treatments for an entire home.</li> <li>• Design a window treatment.</li> <li>• Create a window treatment.</li> <li>• Research trends in window treatments.</li> <li>• Visit a design showroom.</li> </ul>  |
| <b>MEETS STANDARD</b>   | <p>8.2.1 Describe the different types of: blinds (i.e., Venetian, horizontal, etc.), and toppers (cornice, jabot, swag, etc.).</p> <p>8.2.2 Evaluate window treatments for quality, price, durability, etc.</p> <p>8.2.3 Compare and contrast custom vs. ready-made window treatments.</p> <p>8.2.4 Recommend appropriate window treatments for room use.</p> <p>8.2.5 Calculate the amount of materials needed.</p> <p>8.2.6 Select appropriate care for window treatments.</p> <p>8.2.7 Investigate energy conservation products.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"> <li>• Describe the purpose of window treatments.</li> <li>• List types of window treatments, i.e., shutters, draperies, blinds, curtains, etc.</li> <li>• List types of decorative hardware and accessories, i.e., traverse rod, finial, tiebacks, etc.</li> <li>• Determine what information is needed to calculate amount of materials needed.</li> </ul>  |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, Process Standard A:9-12

Science: N.12.B.2

## Housing and Interior Design

**Content Standard 8.0:**      **The student will evaluate and select backgrounds for home interiors.**

| <b>Performance Standard 8.3   Explore wall treatments used in home interiors.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Evaluate wall treatments of commercial interiors.</li><li>• Attend a wall treatment workshop.</li><li>• Research wall treatment trends.</li><li>• Visit a design showroom.</li></ul>   |
| <b>MEETS STANDARD</b>   | <p>8.3.1   Compare and contrast various types of wall treatments, i.e., wallpaper, paint, paneling, etc.</p> <p>8.3.2   Evaluate wall treatments for quality, price, durability, etc.</p> <p>8.3.3   Recommend appropriate wall treatment for room use.</p> <p>8.3.4   Calculate the amount of materials needed.</p> <p>8.3.5   Select appropriate care for wall treatments.</p> <p>8.3.6   Demonstrate various wall treatment techniques.</p>   |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• List types of wall coverings, i.e., wallpaper, paint, fabric, molding, wainscoting, paneling, etc.</li><li>• Define terms related to wall coverings, i.e., faux, borders, stenciling, stamping, decoupage, repeat design, mural, trompe l'oeil, etc.</li><li>• List the different types of paints and the properties of each.</li><li>• Investigate the various processes used to treat walls.</li><li>• Determine what information is needed to calculate amount of materials needed.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 2.12.2, 4.12.7, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, Process Standard A:9-12



## Housing and Interior Design

**Content Standard 8.0:**      **The student will evaluate and select backgrounds for home interiors.**

| <b>Performance Standard 8.4 Explore types of flooring used in home interiors.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"> <li>• Evaluate flooring of commercial interiors.</li> <li>• Demonstrate appropriate care for flooring materials.</li> <li>• Attend a flooring installation workshop.</li> <li>• Research flooring trends.</li> <li>• Visit a flooring vendor/manufacturer.</li> </ul>  |
| <b>MEETS STANDARD</b>   | <p>8.4.1 Compare and contrast various types of floor materials, i.e., wood, linoleum, tile, carpet, etc.</p> <p>8.4.2 Compare and contrast different types of carpet construction, i.e., cut pile, level loop, multilevel loop, cut and loop pile, etc.</p> <p>8.4.3 Investigate the construction of other types of flooring, i.e., wood, linoleum, tile, etc.</p> <p>8.4.4 Evaluate flooring for quality construction, price, durability, etc.</p> <p>8.4.5 Calculate the amount of flooring needed.</p> <p>8.4.6 Investigate the various processes of flooring installation.</p> <p>8.4.7 Recommend appropriate flooring for room use.</p> <p>8.4.8 Select appropriate care for flooring.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"> <li>• List types of flooring materials, i.e., wood, linoleum, tile, carpet, etc.</li> <li>• Define resilient and non-resilient flooring.</li> <li>• Classify flooring as resilient or non-resilient.</li> <li>• Determine what information is needed to calculate amount of flooring needed.</li> <li>• Describe care of various floor materials.</li> <li>• Describe how flooring affects the mood of a room.</li> </ul>  |

Nevada Academic Standards Correlation:

Language Arts: 2.12.2, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, Process Standard A:9-12

## Housing and Interior Design

**Content Standard 8.0:**      **The student will evaluate and select backgrounds for home interiors.**

| <b>Performance Standard 8.5   Explore lighting options used in home interiors.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Create a lighting plan.</li> <li>• Research the health effects of too much or too little lighting.</li> <li>• Research trends in lighting technology.</li> </ul>   |
| <b>MEETS STANDARD</b>  | <p>8.5.1 Describe how lighting affects the atmosphere of interiors.</p> <p>8.5.2 Compare and contrast types of lighting.</p> <p>8.5.3 Determine fixtures used to achieve general, accent and task lighting.</p> <p>8.5.4 Identify the types of a various light bulbs, i.e., incandescent, fluorescent, halogen, etc.</p> <p>8.5.5 Investigate various types of lighting controls.</p> <p>8.5.6 Calculate the cost effectiveness of different types of lighting.</p> <p>8.5.7 Describe hazards of electricity and lighting.</p> <p>8.5.8 Investigate energy-efficient ceiling materials.</p>             |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• Define terms related to lighting and electricity, i.e., incandescent, fluorescent, foot-candle, wattage, UL, etc.</li> <li>• Describe the purpose of lighting.</li> <li>• List types of lighting, i.e., general, accent, task, artificial, natural, direct, indirect, etc.</li> <li>• Types of light fixtures, i.e., structural/portable, pendant, track, strip, sconce, etc.</li> <li>• Describe how lighting, both interior and exterior, can increase home security and safety.</li> <li>• Describe the purpose of Underwriters Laboratory (UL).</li> </ul> |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, Process Standard A:9-12

Science: N.12.B.2

## Housing and Interior Design

**Content Standard 8.0:**      **The student will evaluate and select backgrounds for home interiors.**

| <b>Performance Standard 8.6 Explore types of ceilings used in home interiors.</b> |   |
|---|---|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"><li>• Evaluate ceilings of commercial interiors.</li><li>• Research ceiling treatment trends.</li><li>• Visit a design showroom.</li></ul>  |
| <b>MEETS STANDARD</b>   | <p>8.6.1 Compare and contrast types of ceilings, i.e., vaulted, dropped, beamed, gabled, cove, etc.</p> <p>8.6.2 Recommend appropriate ceiling treatment for room use.</p> <p>8.6.3 Calculate the amount of materials needed.</p> <p>8.6.4 Investigate energy conservation products and techniques.</p>                                       |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"><li>• Describe types of ceilings, i.e., vaulted, dropped, beamed, gabled, cove, etc.</li><li>• List materials used to treat ceilings.</li><li>• Investigate the various processes used to treat ceilings.</li><li>• Determine what information is needed to calculate amount of materials needed.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 2.12.2, 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, Process Standard A:9-12

Science: N.12.B.2

## Housing and Interior Design

**Content Standard 9.0:**      **The student will complete an interior design plan.**

| <b>Performance Standard 9.1   Utilize elements and principles of design.</b> |   |
|--|---|
| <b>EXCEEDS<br/>STANDARD</b>  | <ul style="list-style-type: none"><li>• Create a project using the elements and principles of design.</li><li>• Compare and contrast how the use of elements and principles of design have changed throughout history.</li></ul>  |
| <b>MEETS<br/>STANDARD</b>  | <p>9.1.1 Critique examples of various interior room designs, explaining how the elements and principles are used in the design.</p> <p>9.1.2 Recognize that the elements and principles of design can impact the overall feeling and appearance of a space.</p> <p>9.1.3 Create a color wheel using the three primary colors.</p> <p>9.1.4 Utilize elements and principles of design to create an interior design plan.</p> <p>9.1.5 Describe trends in design.</p> |
| <b>APPROACHES<br/>STANDARD</b>   | <ul style="list-style-type: none"><li>• Identify and define the elements and principles of design.</li><li>• Recognize that the elements and principles of design can impact the overall feeling and appearance of a space.</li><li>• Identify the features and use of a color wheel.</li></ul>   |

Nevada Academic Standards Correlation:

Language Arts: 1.12.3, 1.12.4, 2.12.1, 2.12.2, 2.12.3, 5.12.4, 5.12.7, 6.12.6

## Housing and Interior Design

**Content Standard 9.0:**      **The student will complete an interior design plan.**

| <b>Performance Standard 9.2    Develop a concept for an interior design plan.</b> |  |
|---|--|
| <b>EXCEEDS<br/>STANDARD</b>   | <ul style="list-style-type: none"><li>• Interview an interior designer.</li><li>• Visit a design showroom.</li><li>• View and critique home improvement and design programs.</li><li>• Interview a potential client to assess their characteristics, needs, wants, etc.</li></ul>  |
| <b>MEETS<br/>STANDARD</b>   | <p>9.2.1 Demonstrate effective communication skills, i.e., interviewing, listening, paraphrasing, etc.</p> <p>9.2.2 Assess client characteristics, needs, wants, etc.</p> <p>9.2.3 Analyze the environment including space and existing furnishings.</p> <p>9.2.4 Utilize a resource file to develop a design plan, i.e., for inspiration, ideas, samples, etc.</p> <p>9.2.5 Utilize measurements to recommend and/or select appropriate furnishings and accessories.</p>                |
| <b>APPROACHES<br/>STANDARD</b>  | <ul style="list-style-type: none"><li>• Define client, inventory, environment, atmosphere, and ambiance.</li><li>• Identify the steps in the design process.</li><li>• Describe effective communication skills, i.e., interviewing, listening, paraphrasing, etc.</li><li>• Explain how to assess client characteristics.</li><li>• Develop a resource file of sources, photos, ideas, etc.</li><li>• Demonstrate the ability to take measurements with appropriate equipment.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 7.12.1, 8.6.1, 8.7.4, 8.8.3

Math: 3.12.3, 4.6.2, 4.7.2

## Housing and Interior Design

**Content Standard 9.0:**      **The student will complete an interior design plan.**

| <b>Performance Standard 9.3    Develop and work within a budget to create a design plan.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Visit a design showroom, market/mart, vendor/supplier, etc.</li><li>• Visit and/or interview an interior designer.</li></ul>  |
| <b>MEETS STANDARD</b>  | <p>9.3.1 Utilize a spreadsheet program to itemize a proposed budget and timeline.</p> <p>9.3.2 Calculate the cost of materials based on room measurements.</p> <p>9.3.3 Adjust budget to account for unexpected costs and revisions.</p> <p>9.3.4 Select cost appropriate materials.</p> <p>9.3.5 Identify ways to extend the budget, i.e., reuse, recycle, refurbish, etc.</p>   |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Define budget and the expenses that should be included in the budget, i.e., furniture, supplies, labor, fees, taxes, etc.</li><li>• Calculate amount of materials needed for a design.</li><li>• Identify sources for backgrounds, furnishings, and accessories, such as retail stores (i.e., warehouse, discount, and specialty stores, category killers, boutiques, catalog, Internet, etc.) and wholesale stores (markets and marts, vendors, suppliers, etc.).</li><li>• Compare products and costs from various suppliers.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 6.12.6

Math: 1.6.2, 1.6.7, Process Standard A:9-12

## Housing and Interior Design

**Content Standard 9.0:**      **The student will complete an interior design plan.**

| <b>Performance Standard 9.4    Present a completed interior design plan.</b> |  |
|--|--|
| <b>EXCEEDS<br/>STANDARD</b>  | <ul style="list-style-type: none"><li>• Job shadow or interview an interior designer.</li><li>• Create a plan for implementing a design plan, including a timeline, sources, etc.</li></ul>  |
| <b>MEETS<br/>STANDARD</b>  | <p>9.4.1    Illustrate design ideas utilizing any method, such as drawing, computer-aided drafting, etc.</p> <p>9.4.2    Create a design presentation utilizing sample boards, computer technology or models.</p> <p>9.4.3    Practice presenting a completed design.</p> <p>9.4.4    Describe methods of resolving client objections and concerns.</p>  |
| <b>APPROACHES<br/>STANDARD</b>   | <ul style="list-style-type: none"><li>• Define perspective, pictorial drawing, rendering, overlay, sample board, etc.</li><li>• Explain how presentation methods help the designer communicate ideas.</li><li>• Describe the various types of visual presentations.</li><li>• Identify the elements of a professional presentation.</li><li>• Describe the process in presenting a design plan to the client.</li><li>• Anticipate client objections and concerns.</li></ul> |

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 7.12.1, 8.12.2, 8.12.3, 8.12.4

Math: 3.12.3, 4.6.2, 4.7.2

**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.1 Demonstrate problem-solving skills.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Justify actions for specific situations.</li> <li>• Counsel peers in the problem-solving process.</li> <li>• Develop a complex work or family-related problem scenario. Solve the problem using the appropriate steps in the problem-solving process and create an action plan to avoid the problem situation in the future.</li> <li>• Develop methods to analyze the advantages and disadvantages of alternative solutions.</li> <li>• Evaluate the benefits of solving a work or family-related problem.</li> </ul> |
| <b>MEETS STANDARD</b>  | <p>10.1.1 Solve a work-related problem using the appropriate steps in the problem-solving process.</p> <p>10.1.2 Demonstrate brainstorming techniques.</p> <p>10.1.3 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems.</p> <p>10.1.4 Create an action plan based upon a solution to a work-related problem.</p> <p>10.1.5 Identify the benefits of solving a work-related problem.</p>   |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• Identify steps in the problem-solving process.</li> <li>• Identify alternative solutions to a problem.</li> <li>• Identify the basic components of an action plan.</li> </ul>  |

Nevada Academic Standards Correlation:

Language Arts: 4.12.7, 5.12.4, 5.12.7, 6.12.7, 7.12.1, 8.12.2, 8.12.4

Math: Process Standard A:9-12



**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0:** **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.2 Demonstrate critical-thinking skills.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"><li>• Judge accuracy of information.</li><li>• Analyze how critical-thinking skills affect work performance.</li><li>• Collect sufficient factual or textual evidence; analyze evidence objectively; make careful inferences and create a tenable argument to support a position or viewpoint.</li></ul>  |
| <b>MEETS STANDARD</b>  | <p>10.2.1 Demonstrate critical-thinking skills necessary in the workplace.</p> <p>10.2.2 Explain how emotional thinking and logical thinking affect decision making in the workplace.</p> <p>10.2.3 Explain the difference between reliable and unreliable observations and statements of facts.</p> <p>10.2.4 Recognize patterns or relationships through observation and discovery.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"><li>• Define critical thinking.</li><li>• Identify the essential steps of critical thinking.</li><li>• Define emotional and logical thinking.</li></ul>   |

Nevada Academic Standards Correlation:  
Language Arts: 8.12.1, 8.12.4

## HOUSING AND INTERIOR DESIGN

### Employability Skills

**Content Standard 10.0:** **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.3 Demonstrate the ability to speak, read, write and listen effectively.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Teach communication skills to others.</li> <li>• Develop written information in documents such as: job descriptions, layouts, presentations, proposals, and work plans.</li> <li>• Summarize communication within the hierarchy of the workplace.</li> </ul>  |
| <b>MEETS STANDARD</b>  | <p>10.3.1 Explain the benefits of effective communication skills in the workplace.</p> <p>10.3.2 Interpret and respond to verbal and nonverbal messages.</p> <p>10.3.3 Demonstrate proper telephone etiquette.</p> <p>10.3.4 Communicate thoughts, ideas and information.</p> <p>10.3.5 Organize ideas and communicate orally: demonstrate job skills to others.</p> <p>10.3.6 Locate, understand and interpret written information in documents such layouts, presentations, proposals, and work plans.</p> <p>10.3.7 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>10.3.8 Organize information into the appropriate format in accordance with standard practices.</p> <p>10.3.9 Demonstrate sensitivity to diversity.</p> <p>10.3.10 Identify common communication barriers and methods for improving communication.</p> <p>10.3.11 Use standard practices, which include pre-writing, drafting, proofreading, editing/revising and preparing final copy.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• Define verbal and nonverbal communication.</li> <li>• Recognize the need to understand diversity for successful communication.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 7.12.1, 7.12.2, 8.12.2, 8.12.3

**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0:**    **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.4    Demonstrate the ability to select, apply and maintain appropriate technology.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"> <li>• Create a presentation using current technology to depict a path to a career goal.</li> </ul>  |
| <b>MEETS STANDARD</b>   | 10.4.1 Apply the use of input devices.<br>10.4.2 Utilize electronic research methods.<br>10.4.3 Explain current technology systems and how they apply to a career field.<br>10.4.4 Evaluate the use, benefits, efficiency, effectiveness and costs of technological developments in the workplace.<br>10.4.5 Explain routine maintenance and repair procedures of technological equipment. |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"> <li>• List basic technology systems currently available.</li> <li>• Identify the use and benefits of technology in workplace, school and home.</li> <li>• Identify sources of electronic information.</li> <li>• Recognize routine maintenance and repair procedures of technological equipment.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 4.12.7, 8.12.2

Math: 3.12.1, 3.12.3, Process Standard A:9-12

**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0:** **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.5 Demonstrate leadership and teamwork skills.</b> |   |
|--|---|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Participate in a Career and Technical Student Organization competition.</li> <li>• Evaluate teamwork performance of a completed project.</li> <li>• Participate in management experiences.</li> <li>• Develop a community service project.</li> <li>• Model leadership skills utilizing parliamentary procedures.</li> </ul>   |
| <b>MEETS STANDARD</b>  | <p>10.5.1 Work cooperatively with others on a group project.</p> <p>10.5.2 Explain skills to effectively lead and influence individuals and groups.</p> <p>10.5.3 Demonstrate appropriate attitudes and behaviors for effective leadership.</p> <p>10.5.4 Respect team members, team processes and team goals.</p> <p>10.5.5 Implement a group's decision and evaluate the results.</p> <p>10.5.6 Simulate an effective leader and team member.</p> <p>10.5.7 Describe the importance of dress codes.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• Define characteristics of an effective team member.</li> <li>• Define the qualities of an effective team.</li> <li>• Identify leadership qualities.</li> <li>• Recognize the need for team goals.</li> </ul>   |

Nevada Academic Standards Correlation:  
Language Arts: 8.12.4

**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0:**    **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.6    Demonstrate sound workplace ethics.</b> |  |
|---|--|
| <b>EXCEEDS STANDARD</b>   | <ul style="list-style-type: none"> <li>• Evaluate ethical behavior in the workplace.</li> <li>• Model appropriate business practices and etiquette in diverse situations.</li> </ul>   |
| <b>MEETS STANDARD</b>   | <p>10.6.1 Defend the need for personal ethics in the workplace.</p> <p>10.6.2 Demonstrate regular attendance, promptness and willingness to follow instructions and complete an assigned task.</p> <p>10.6.3 Apply appropriate personal and professional attitudes and behaviors.</p> <p>10.6.4 Maintain a safe, clean and organized work area.</p> <p>10.6.5 Explain legal responsibilities related to individual performance, safety and customer satisfaction.</p> <p>10.6.6 Describe various types of harassment and consequences of that behavior.</p> <p>10.6.7 Comply with the confidentiality requirements of workplace policies and procedures.</p> |
| <b>APPROACHES STANDARD</b>  | <ul style="list-style-type: none"> <li>• Define personal and workplace ethics.</li> <li>• Identify the value of good attendance, promptness and following directions.</li> <li>• Describe respectful behavior and etiquette in business.</li> </ul>  |

Nevada Academic Standards Correlation:  
 Language Arts: 4.12.7

**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0:** **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.7 Demonstrate the ability to effectively manage resources in the workplace.</b> |  |
|--|--|
| <b>EXCEEDS STANDARD</b>  | <ul style="list-style-type: none"> <li>• Write a job description.</li> <li>• Critique strategies for balancing work and family roles.</li> </ul>   |
| <b>MEETS STANDARD</b>  | <p>10.7.1 Identify and organize human and material resources needed to complete a job assignment.</p> <p>10.7.2 Employ time management skills.</p> <p>10.7.3 Recognize management skills necessary for dealing with workplace stress, anger and substance abuse issues.</p> <p>10.7.4 Prepare a detailed work order with estimated costs.</p> <p>10.7.5 Develop a time schedule and prioritized task list to complete a job assignment.</p> <p>10.7.6 Describe the Family and Medical Leave Act.</p> |
| <b>APPROACHES STANDARD</b>   | <ul style="list-style-type: none"> <li>• Identify human and material resources used in the workplace.</li> <li>• Define job description.</li> <li>• Recognize employee labor laws.</li> </ul>  |

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 4.12.7, 5.12.4, 6.12.2, 6.12.7, 6.12.8

Math: 3.12.3, Process Standard A:9-12

## HOUSING AND INTERIOR DESIGN

### Employability Skills

**Content Standard 10.0:** Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.

| <b>Performance Standard 10.8 Demonstrate career planning and development skills.</b> |  |
|--|--|
| <b>EXCEEDS<br/>STANDARD</b>  | <ul style="list-style-type: none"> <li>• Obtain letters of recommendation.</li> <li>• Critique a portfolio.</li> <li>• Review and revise an individual career plan.</li> <li>• Participate in an organized job-shadowing activity.</li> </ul>  |
| <b>MEETS<br/>STANDARD</b>  | <p>10.8.1 Prepare a job application.</p> <p>10.8.2 Prepare a personal résumé and cover letter.</p> <p>10.8.3 Complete a personal aptitude and interest inventory.</p> <p>10.8.4 Participate in a job interview.</p> <p>10.8.5 Establish short-term and long-term career goals.</p> <p>10.8.6 Research careers in a chosen field.</p> <p>10.8.7 Participate in a community service project.</p> <p>10.8.8 Construct a career portfolio.</p> <p>10.8.9 Create an individual career pathway plan.</p> |
| <b>APPROACHES<br/>STANDARD</b>   | <ul style="list-style-type: none"> <li>• Identify career pathway options.</li> <li>• Recognize personal interests, personality characteristics and aptitudes.</li> <li>• Identify how career choices influences family and personal life.</li> </ul>   |

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 7.12.1, 8.12.2, 8.12.3

**HOUSING AND INTERIOR DESIGN**  
**Employability Skills**

**Content Standard 10.0:**    **Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

| <b>Performance Standard 10.9    Demonstrate the skills needed for job retention.</b> |  |
|--|--|
| <b>EXCEEDS<br/>STANDARD</b>  | <ul style="list-style-type: none"> <li>• Evaluate the benefits of maintaining a long-term career plan.</li> <li>• Analyze the benefits of balancing work and family.</li> </ul>  |
| <b>MEETS<br/>STANDARD</b>  | <p>10.9.1 Maintain a current employment/career portfolio.</p> <p>10.9.2 Identify strategies for balancing work and family roles.</p> <p>10.9.3 Describe the need for lifelong learning.</p> <p>10.9.4 Identify strategies regarding employment in a changing economy.</p> <p>10.9.5 Develop long-term career-planning strategies.</p> <p>10.9.6 Identify various educational options needed for job retention and advancement.</p> <p>10.9.7 Demonstrate interpersonal skills needed for job retention.</p> <p>10.9.8 Identify and model sound workplace ethics such as loyalty, punctuality and initiative.</p> |
| <b>APPROACHES<br/>STANDARD</b>   | <ul style="list-style-type: none"> <li>• Define interpersonal skills.</li> <li>• Identify reasons jobs are reduced.</li> <li>• Recognize the benefits of lifelong learning.</li> <li>• Explain the value of networking.</li> <li>• Recognize the need for a career portfolio.</li> <li>• List strategies to maintain employment.</li> </ul>  |

Nevada Academic Standards Correlation:  
 Language Arts: 5.12.4, 5.12.7, 7.12.1, 8.12.2



## CROSSWALK OF HOUSING AND INTERIOR DESIGN STANDARDS AND ACADEMIC STANDARDS

### Content Standard 1.0: Analyze career paths within the housing and interior design fields.

| Performance Indicators  | Academic Standards   |
|---|--|
| 1.1.1, 1.1.2, 1.1.3,<br>1.2.1, 1.2.3, 1.3.1,<br>1.5.1, 3.1.3, 3.1.4,<br>3.1.5, 4.3.2, 4.3.5,<br>4.3.6, 4.4.9, 5.2.3,<br>5.3.3, 7.1.2, 8.1.10,<br>8.2.1, 8.5.1, 8.5.7, 9.1.5 | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| 1.2.2, 1.2.4, 1.3.5,<br>1.4.1, 1.5.2  | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>  |

|              |  |
|--------------|--|
|              | 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.  |
| <b>1.2.5</b> | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> |
| <b>1.2.6</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format</p>  |

|   |  |
|---|--|
|   | <p>appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| 1.2.7   | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> |
| 1.3.2, 1.3.3, 2.3.1, 4.3.1, 4.3.3, 5.1.1, 6.1.3 | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>   |
| 1.3.4   | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>  |
| 1.3.6   | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p>  |

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|              | <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> |
| <b>1.4.2</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>  |
| <b>1.4.3</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>   |
| <b>1.4.4</b> | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key</p>   |

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|              | <p>vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| <b>1.5.3</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>   |

**Content Standard 2.0: The student will evaluate housing needs and wants.**

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| <b>2.1.1</b>        | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| <b>2.1.2</b>        | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>   |
| <b>2.1.3, 2.3.3</b> | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>   |

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|              | <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| 2.1.4        | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> |
| 2.2.1        | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| 2.2.2, 3.1.6 | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership</p>   |

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|                     | role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.  |
| <b>2.2.3, 2.3.2</b> | <b><u>Language Arts</u></b><br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.<br>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.  |
| <b>2.3.4</b>        | <b><u>Language Arts</u></b><br>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.<br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.<br>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose. |

**Content Standard 3.0: The student will investigate options in selecting a place to live.**

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| <b>3.1.1</b>   | <b><u>Language Arts</u></b><br>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.<br>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.  |
| <b>3.1.2, 3.1.7, 3.1.9, 3.1.10, 3.3.4, 4.1.1, 4.4.1, 5.1.2, 5.1.3, 5.1.4, 5.2.2, 7.1.3, 7.2.3, 7.2.8, 8.1.1, 8.2.3, 8.2.7, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.4.3, 8.4.6, 8.5.2, 8.5.5, 8.5.8, 8.6.1, 8.6.4</b> | <b><u>Language Arts</u></b><br>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.<br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.<br>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.<br>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose. |
| <b>3.1.8</b>   | <b><u>Language Arts</u></b><br>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.<br>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.<br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.  |

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|                     | <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| <b>3.2.1</b>        | <p><b><u>Math</u></b></p> <p>1.6.2 Add and subtract fractions with unlike denominators. Multiply and divide with fractions using models, drawings, and numbers.</p> <p>1.6.7 Calculate using fractions, decimals and percents in mathematical and practical situations.</p> <p>Process Standard A: 9-12 Apply technology as a tool in problem-solving situations.</p>   |
| <b>3.2.2, 3.3.2</b> | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| <b>3.2.3</b>        | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p><b><u>Math</u></b></p> <p>1.6.2 Add and subtract fractions with unlike denominators. Multiply and divide with fractions using models, drawings, and numbers.</p> <p>1.6.7 Calculate using fractions, decimals and percents in mathematical and practical situations.</p> <p>3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.</p> <p>Process Standard A:9-12 Apply technology as a tool in problem-solving situations.</p>   |
| <b>3.2.4</b>        | <p><b><u>Language Arts</u></b></p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>   |



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| 3.2.5, 3.2.6               | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| 3.3.1, 4.4.3, 7.1.4, 7.2.4 | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| 3.3.3                      | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p>   |
| 3.3.5                      | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format</p>  |

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|              | <p>appropriate to audience and purpose.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>  |
| <b>3.3.6</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>  |
| <b>3.3.7</b> | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>   |
| <b>3.3.8</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |

**Content Standard 4.0: The student will evaluate housing for quality construction.**

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| <b>4.1.2, 4.2.1, 4.4.2, 4.4.6, 4.4.7, 4.4.8, 6.1.4</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> |
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|                                   | <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| 4.1.3                             | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| 4.1.4                             | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>  |
| 4.2.2                             | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p>   |
| 4.2.3, 6.1.1, 6.1.5, 9.1.3, 9.1.4 | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p>   |
| 4.2.4                             | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key</p>   |

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|              | <p>vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| <b>4.3.4</b> | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> |
| <b>4.4.4</b> | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>  |
| <b>4.4.5</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format</p>  |

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|  | appropriate to audience and purpose. |
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**Content Standard 5.0: The student will investigate the architecture of American homes.**

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| <b>5.1.5</b>   | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>   |
| <b>5.2.1, 5.3.1, 5.3.2, 7.1.1, 7.2.1, 7.2.2, 7.2.6, 7.2.7, 8.1.6</b> | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> |

**Content Standard 6.0: The student will demonstrate space-planning skills.**

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| <b>6.1.1, 6.1.5, 6.3.1, 6.3.2, 6.3.3</b>        | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p>  |
| <b>6.1.1, 6.3.1, 6.3.3, 6.1.4, 9.2.5, 9.4.1</b> | <p><b><u>Math</u></b></p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>4.6.2 Determine actual measurements represented on scale drawings. Convert actual measurement to scale.</p> <p>4.7.2 Make scale drawings using ratios and proportions.</p> |
| <b>6.1.5, 6.3.2</b>                             | <p><b><u>Math</u></b></p> <p>4.6.2 Determine actual measurements represented on scale drawings. Convert actual measurement to scale.</p> <p>4.7.2 Make scale drawings using ratios and proportions.</p>  |

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| 6.1.2, 6.2.1, 6.2.2,<br>6.2.3, 6.2.4, 6.2.5, 6.2.6 | <p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> |
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**Content Standard 7.0: The student will evaluate and select home furnishings.**

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| 7.2.3               | <p><b><u>Math</u></b></p> <p>1.6.2 Add and subtract fractions with unlike denominators. Multiply and divide with fractions using models, drawings, and numbers.</p> <p>1.6.7 Calculate using fractions, decimals and percents in mathematical and practical situations.</p>  |
| 7.2.5               | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> |
| 7.3.2, 7.3.3, 7.3.4 | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>  |

**Content Standard 8.0: The student will evaluate and select backgrounds for home interiors.**

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| 8.1.2, 8.1.3 | <p><b><u>Language Arts</u></b></p> <p>1.12.3 Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; compound words.</p> <p>1.12.4 Comprehend, build, and extend vocabulary using: homographs; homophones; syntax; parts of speech; synonyms; antonyms. Comprehend, build, and extend vocabulary using: context clues; structural analysis. Apply alphabetic order to locate words in resources. Use resources to find and/or confirm meaning of: unknown words, word origins, Greek word roots, Latin word roots. Evaluate authors' use of connotation and denotation in text. Build vocabulary using: pictures, symbols.</p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate</p> |
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|   | <p>text; evaluate the effectiveness of reading strategies.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>  |
| <b>8.1.8, 8.2.2, 8.2.4, 8.3.3, 8.4.4, 8.4.7, 8.5.3, 8.6.2</b> | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>   |
| <b>8.1.9, 8.2.6, 8.3.5, 8.4.8</b>                             | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| <b>8.2.5, 8.3.4, 8.4.5, 8.6.3, 9.3.2</b>                      | <p><b><u>Math</u></b></p> <p>1.6.2 Add and subtract fractions with unlike denominators. Multiply and divide with fractions using models, drawings, and numbers.</p> <p>1.6.7 Calculate using fractions, decimals and percents in mathematical and practical situations.</p> <p>Process Standard A:9-12 Apply technology as a tool in problem-solving situations.</p>  |
| <b>8.2.7, 8.5.4, 8.5.8, 8.6.4</b>                             | <p><b><u>Science</u></b></p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p>  |
| <b>8.3.6</b>  | <p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p>   |
| <b>8.5.6</b>  | <p><b><u>Math</u></b></p> <p>1.6.2 Add and subtract fractions with unlike denominators. Multiply and divide with fractions using models, drawings, and numbers.</p> <p>1.6.7 Calculate using fractions, decimals and percents in mathematical and practical situations.</p> <p>Process Standard A:9-12 Apply technology as a tool in problem-solving situations.</p>  |

**Content Standard 9.0: The student will complete an interior design plan.**

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| <b>9.1.1</b> | <p><b><u>Language Arts</u></b></p> <p>2.12.2 Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> |
| <b>9.1.2</b> | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal</p>   |

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|                                   | <p>and external punctuation.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>   |
| 9.2.1                             | <p><b><u>Language Arts</u></b></p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.8.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>  |
| 9.2.2                             | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>8.6.1 Give directions to complete tasks or procedures with a focus on: clarity; technical vocabulary. Ask questions to clarify directions.</p> <p>8.7.4 Provide constructive feedback when participating in conversations and discussions. Respond to questions to generate possible solutions to a problem. Ask relevant questions to clarify information and extend ideas. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. With assistance, negotiate to arrive at consensus by proposing and examining possible options.</p> <p>8.8.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> |
| 9.2.3, 9.2.4, 9.3.1, 9.4.1, 9.4.2 | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p>  |
| 9.3.3                             | <p><b><u>Math</u></b></p> <p>1.6.2 Add and subtract fractions with unlike denominators. Multiply and divide with fractions using models, drawings, and numbers.</p> <p>1.6.7 Calculate using fractions, decimals and percents in mathematical and practical situations.</p> <p>Process Standard A:9-12 Apply technology as a tool in problem-solving situations.</p>   |
| 9.3.4                             | <p><b><u>Language</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p>  |
| 9.4.3                             | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal</p>  |



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|              | <p>and external punctuation.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> |
| <b>9.4.4</b> | <p><b><u>Language Arts</u></b></p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>   |

**Content Standard 10.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

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| <b>10.1</b> | <p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> <p><b><u>Math</u></b></p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem. Apply problem-solving</p> |
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|             | strategies until a solution is found or it is clear that no solution exists. Interpret and solve a variety of mathematical problems by paraphrasing. Identify necessary and extraneous information. Check the reasonableness of a solution. Apply technology as a tool in problem-solving situations. Apply combinations of proven strategies and previous knowledge to solve non-routine problems.   |
| <b>10.2</b> | <p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>  |
| <b>10.3</b> | <p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>7.12.2 Listen to and evaluate oral communications for: content; delivery; point of view; ideas; purpose; value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker's argument(s). Listen to and provide constructive feedback on oral communications.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> |
| <b>10.4</b> | <p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p><b><u>Math</u></b></p> <p>3.12.1 Estimate and convert between customary and metric systems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem. Apply problem-solving strategies until a solution is found or it is clear that no solution exists. Interpret and solve a variety of mathematical problems by paraphrasing. Identify necessary and extraneous information. Check the reasonableness of a solution. Apply technology as a tool in problem-solving situations. Apply combinations of proven strategies and previous knowledge to solve non-routine problems.</p>  |
| <b>10.5</b> | <p><b><u>Language Arts</u></b></p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion.</p>  |

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|             | Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.   |
| <b>10.6</b> | <b><u>Language Arts</u></b><br>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.  |
| <b>10.7</b> | <b><u>Language Arts</u></b><br>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.<br>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.<br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.<br>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.<br>6.12.7 Write a variety of communications in appropriate formats.<br>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.<br><b><u>Math</u></b><br>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.<br>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem. Apply problem-solving strategies until a solution is found or it is clear that no solution exists. Interpret and solve a variety of mathematical problems by paraphrasing. Identify necessary and extraneous information. Check the reasonableness of a solution. Apply technology as a tool in problem-solving situations. Apply combinations of proven strategies and previous knowledge to solve non-routine problems. |
| <b>10.8</b> | <b><u>Language Arts</u></b><br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.<br>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.<br>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.<br>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.<br>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.   |
| <b>10.9</b> | <b><u>Language Arts</u></b><br>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.<br>5.12.7 Prepare a legible final draft to display or share. Select a publishing format  |

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|  | <p>appropriate to audience and purpose.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> |
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